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Joint Conference
University of Economics-Ho Chi Minh City
and Universitas Indonesia



The 7th International Conference on Business
and Management Research

PROCEEDINGS

*"Transforming Local
and Regional Networks into
Sustainable Growth"*

16th November 2012

University of Economics-Ho Chi Minh City, Vietnam

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WELCOMING NOTES FROM ORGANIZING COMMITTEE

Dear colleagues,

I am pleased to welcome you to **The 7th International Conference on Business and Management Research (ICBMR)** by Management Research Center (MRC). For seven years this Conference has been held consistently and become one of the leading academic international conferences.

The first ICBMR was held in August 2007 in Bali, while the second ICBMR was held in Augusts 2008 in Jakarta. To establish a platform for international collaboration for research, MRC actively look for potential partners in conducting the annual conference. The 3rd ICBMR was held in Bali together with The 14th Euro-Asia Conference, and in 2009, MRC hosted the joint conference with the University of Adelaide. Since 2010, the event was also supported by ABEST 21. The 6th ICBMR was conducted in collaboration with Ateneo de Manila University, Philippines in Manila. In the future, MRC is maintaining its effort to look for international partnership opportunity in organizing the conference.

We hope that the publication of this proceeding will be able to serve as a media for the latest researches and new ideas; this thought is aligned with Universitas Indonesia's vision to become Research Oriented University.

Finally, on behalf of all my colleagues from Universitas Indonesia and University of Economics-Ho Chi Minh City, and all the members of Organizing Committee ICBMR 2012, we wish you not only an enriching conference but also a pleasant stay in Ho Chi Minh City, Vietnam.

Regards,

Rofikoh Rokhim, Ph.D.
Head of Organizing Committee ICBMR 2012

CONFERENCE SCHEDULE

16th November 2012

University of Economics Ho Chi Minh City

59C Nguyen Dinh Chieu Street, District 3, Ho Chi Minh City

07.30 – 08.00	Registration
08.00 – 09.00	Welcome Remarks : <ul style="list-style-type: none">• The President of University of Economics – Ho Chi Minh City• Dean of Faculty of Economics and Business Universitas Indonesia• President of ABEST21
09.00 – 12.30	Thematic Research Presentations I
12.30 – 14.00	Lunch Break
14.00 – 17.00	Thematic Research Presentations II
17.00 – 18.00	Dinner preparation
18.00 - 21.00	Dinner on board at Mekong river & best paper awarding

Continuance Commitment among Academics: Employee Perception by Gender

Martinus Parnawa Putranta*

Abstract

This research examined perceived cost associated to leaving organisations (continuance commitment) among academic staff in the Indonesian higher education institutions contexts. A cross-sectional survey was employed as the primary method to collect the data. A total of 160 (54%) female and 136 (46%) male full-time academics of nine Catholic higher education institutions in seven cities across the island of Java, Indonesia participated in the research.

The results showed that, overall, the academics showed a high degree of continuance commitment and the degree of such commitment was not determined by gender. Implications of the results on higher education institutions' policies are discussed. As such this research had a number of limitations and these have been outlined accordingly. Some directions of future studies have also been addressed.

Keywords: continuance commitment, academics, gender, Indonesian Catholic higher education institutions

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Category of the article: HRD Management

Introduction

Higher education institutions are the backbone of a nation in developing knowledgeable people. The nation can gain competitive advantages from these people in order to successfully compete in the global market. The success of higher education institutions, among others, lies in the commitment of their academic staff. This premise is made in the belief that committed employees will yield positive benefits to the organisation such as higher levels of motivation, greater individual performance and lower levels of turnover (Cuskelly and Boag 2001; Meyer, Stanley, Herscovitch, and Topolnysky 2002; Stephens, Dawley, and Stephens 2004; Turner and Chelladurai 2005). It is therefore essential for the institutional leaders to understand factors that may contribute to the development of commitment among academic staff in higher education institutions.

This research was aimed at investigating possible roles of gender in the determination of continuance commitment in the Indonesian higher education institutions contexts. The investigation was considered important for three reasons. First, this type of commitment is unrelated to affective feeling of loyalty but is due to costs associated with leaving an organisation. Second, women are commonly perceived to have more tendencies to stop employment for bearing or raising children when certain circumstances demand (Wahn, 1998). This stereotype will be particularly prevalent in a country like Indonesia where the ideal roles of women in Indonesia have been traditionally stereotyped as a good, faithful wife and a good, caring mother (Sutandyo-Buchholz 2010). With this in mind, an investigation of organisational commitment from gender perspectives in today's workplace contexts in Indonesia is deemed necessary. Third, while the roles of gender as the antecedents of individual's commitment have been examined in previous studies (e.g. Joiner and Bakalis 2006; Karakus and Aslan 2009; Labatmediènè, Endriulaitenè and Gustainienè 2007; Turner 2008), few researchers have specifically addressed the impact of gender on continuous commitment. Perhaps, the most recent studies investigating this issue are those of Carson and Carson (2002) in professional from various occupations settings and Wahn (1998) in human resource professional contexts. Thus, this research also aimed to fill the gap in the existing body of literature on the role of gender in this specific type of commitment.

Purpose of the Research

The primary purpose of this research was to assess the continuance commitment levels of female academics who worked in Catholic higher education institutions in Indonesia compared to their male counterparts. Possible explanations would be explored for the differences, whether or not they exist and then probable interventions would be proposed to address its potential impacts on managerial policies. From a practical standpoint, this research provides institutional leaders with information which might be beneficial for the development of human resource policies that fit across genders and for initiating interventions when problems between genders exist. The model of organisational commitment used in this research was also tested in the research sample to assess whether it was conceptually and functionally similar to the original model. Thus, from a theoretical perspective, the research provides empirical evidence regarding the validation of the model in Indonesia, a non-Western context.

Theoretical Background

Organisational Commitment

While previous studies (Becker 1960; Kanter 1968; Porter et al., 1974; Wiener 1982) have viewed organisational commitment as a singular construct recent studies reveal the multi-dimensional nature of the construct (Allen and Meyer 1990). This view appears to be widely accepted within the literature because it offers a deeper or more specific understanding of organisational commitment. Of the various multi-dimensional conceptualisations, the three-component model of Allen and Meyer (1990) has been considered as being superior because of the psychometric stability of its scale (McMurray, Scott, and Pace 2004). The model holds that the employees' attachment to their organisations can be characterised by different three mindsets, namely, (1) affective: based upon employee's emotional attachment, identification with, and, involvement in an organisation, (2) continuance: based upon perceived cost of leaving the organisation, and, (3) normative: that characterises an employee's sense of moral obligation to remain within the organisation

Typically, the degree of work experience, (Mathieu and Zajac 1990; Meyer, Stanley, Herscovitch and Topolnyshty 2002), organisational characteristics (Fritz, Arnett and Conkel 1999; Valentine, Godkin and Lucero 2002) and employee's personal characteristics (Elizur and Koslowsky 2001) determine the nature of affective commitment. Those factors increasing the perceived cost (i.e. side-bets or the availability of alternatives) of leaving the current employment relationship are considered as primary antecedent conditions leading to continuance commitment (Allen and Meyer 1990). They take various forms and can be both work and/or non-work-related, such as losing attractive benefits or having to uproot the family (Meyer and Allen 1991). In relation to normative commitment, both personal predisposition of the employee and organisational 'intervention' play an important role in helping to explain its presence (Carmelli 2005; Wiener 1982).

Continuance Commitment

To tap their conceptualisation of continuance commitment, Meyer and Allen (1984) develop an 8-item scale which later is incorporated into their three-component model as a sub-scale. To ensure affect is excluded from the measure as well as to confirm it as a separate construct, all items in the scale are designed to assess the reasons of a person to stay in the organisation (Brown 1996).

The main issue regarding continuance commitment scale centres on its dimensionality. McGee and Ford (1987) and Sommers (1993), for example, show two distinct sub-dimensions of continuance commitment in their studies and then label them as: (1) high-sacrifice and (2) low-alternatives commitment. The first describes the linkage to the organisations due to benefits foregone upon departure while the latter denotes the organisational attachment due to the limited job alternatives (Ketchand & Strawser 2001). Allen and Meyer's (1996) validating study of the three-component scale has also considered this issue. However, for the sake of parsimony, the two dimensions - loss of investment and lack of alternatives - are assumed to be the two bases for the same psychological state (Meyer & Herscovitch, 2001). They argue that this is not conclusive and thus invite further

investigations to explore this problem further. Carson and Carson (2002) addressed this issue and showed that the psychometric properties of continuance commitment are improved through the addition of two new items and the retention of two original items for the personal sacrifices scale. Clearly, this needs to be explored more thoroughly but is beyond the scope of this research.

Continuous Commitment and Gender

To date, only few studies specifically examined the association between gender and continuance commitment. For example, Wahn (1998) and Karakus and Aslan (2009) found that women reported higher degree of continuance commitment since for several reasons they feel more tied to the organisation. Others studies, however, found no difference in the level of continuance commitment between male and female employees (Joiner and Bakalis 2006; Labatmedinè, Endriulaitenè and Gustainieneè 2007; Turner 2008). Given these inconsistent findings, the following hypothesis was proposed in this research:

H1: There will be no difference in the level of continuance commitment between male and female academics.

Methods

Sample

This research involved full-time academic staff from nine Catholic universities in seven cities across Java, Indonesia. A purposive sampling procedure was used to invite the potential respondents. The analysis of the demographic variables showed that there were more female (54%) than male (46%) academics. In terms of marital status, 226 (77%) were married. The majority of the academics belonged to the 31 – 48 years age group (67.7%). The work demographic showed that the 55% of the academics have worked for their organisations for 5 – 15 years and 20.6% have work for less than 5 years while the remaining 24.4% spent their time with the organisations for more than 15 years. Of 160 female academics 131 (or 71%) were married. Sixty-nine percent of these married female academics stated that their husbands were currently employed and seventy-nine percents of these couples had kinship responsibilities.

Measures

Although continuous commitment was the centre of the discussion all respondents were asked to complete Allen and Meyer's (1990) three-component scale to measure their affective, continuance and normative commitment. This step was considered important especially to examine the psychometrics properties of the scale. The three-component scale consisted of 24 items with a 7-point Likert scale ranging from strongly disagree (1) to strongly agree (7). Each component of commitment was measured using eight items. During the preliminary investigation, however, the scale was reduced to 17. The investigation also revealed that the Cronbach's Alpha coefficients (α) were 0.86 for affective scale, 0.81 for continuance scale, and 0.79 for normative scale indicating that each scale was acceptable. Details of each of these are discussed in the findings section in Table 1.

Procedures

A back translation process (Brislin 1970) was used to adapt the scale in the Indonesian context. The instrument was pre-tested in a sample of 24 staff from two of the nine host institutions. Contact persons from each institution were engaged to arrange the direct distribution and collection of the questionnaires after a permission to conduct the research was gained. A covering letter ensuring confidentiality and voluntary participation in the research was included in the questionnaire. A total of 296 questionnaires were found to be eligible for further analyses. To retain the data as much as possible, imputation was used to remedy the missing data. Maximum likelihood estimation with expectation maximisation (EM) method (Schafer and Graham 2002), was employed. A test of non-response biases was conducted by way of comparing the responses of early and late respondents. Independent t-tests statistics revealed the two-tailed values of $p > 0.05$ for all constructs, indicating there were no significant statistical differences in the means of responses between early and late respondents.

Research Findings

Exploratory Factor Analysis (EFA) with principal components and varimax rotation was performed on the scale to the sample ($N = 296$). On each factor, the KMO was 0.885 which exceeded the threshold of 0.80 (Hair et al. 1988) and the Bartlett test was significant at < 0.05 (Malhotra 2009).

Results of EFA suggested seven items of the scale were eliminated for psychometric considerations such as the failure of the items to load on any emergent factor, the factor had an inappropriate value of Cronbach alpha coefficient (less than 0.70) and/or insufficient number of loading items (less than three). The remaining 17 items yielded a three-factor solution with eight items loaded on factor 1 (continuance commitment), five items on factor 2 (affective commitment), and four items on factor 3 (normative commitment). Altogether, the three factors explained 55.284 % of total variance in the data. The summary EFA results are reported in Table 1.

Table 1 Summary of Exploratory Factor Analysis Results

<i>Construct</i>	<i>Number of item</i>	<i>Loadings (range)</i>	<i>Communalities (range)</i>	<i>Eigen Value</i>	<i>Alpha Coefficient</i>
Continuance	8	0.535 - 0.762	0.425 - 0.606	5.317	0.808
Affective	5	0.661 - 0.831	0.447 - 0.752	2.537	0.861
Normative	4	0.665 - 0.779	0.529 - 0.657	1.544	0.791

As shown in the table, a number of three factors and their corresponding items were identified. The eigenvalue of each factor was greater than the recommended value of 1.00 (Hair et al. 1998; de Vaus 2007). The factor loading coefficient of each item to its respective factor was above the acceptable limit of 0.50 (Hair et al. 1998).

Confirmatory Factor Analysis (CFA) was performed to examine whether the three types of commitment are valid for the sample. Following Allen and Meyer (1990) three possible models of

organisational commitment, namely, single-, three- and four-factor, were tested. The single-factor assumes that organisational commitment is a uni-dimensional construct. The three-factor suggests that organisational commitment consists of three dimensions (affective, continuance, and normative). The four-factor model distinguishes between the two sub-dimensions of continuance commitment, namely a perceived lack of employment alternatives and a high-level of personal sacrifice. Table 2 presents the overall fits indices for the three possible models.

Table 2 Goodness fit indices for proposed organisational commitment models

<i>Model</i>	<i>df</i>	<i>Chi²</i>	<i>Chi²/df</i>	<i>GFI</i>	<i>NFI</i>	<i>TLI</i>	<i>RMSEA</i>	<i>CFI</i>
Single-factor model	119	777.95	6.357	.665	.590	.573	.137	.626
Three-factor model	116	144.75	1.248	.944	.924	.981	.029	.984
Four-factor model	113	138.87	1.229	.947	.927	.982	.028	.985

As shown in the table, in comparison with the single factor both the three- and four – factor model fit the data relatively better. The χ^2 difference between the four – and the three- factor model however was not statistically significant indicating that the four-factor model did not improve the measurement of organisational commitment. Thus, consistent with previous studies utilising the three-factor model the results of this study provides more reasonable fit and the model can be used to the Indonesian Catholic higher education institution sample.

Reliability and Validity

As depicted in Table 1, the Cronbach alpha coefficient for each factor was greater than 0.70 (Nunnally 1994) indicating that all factors were reliable. Three types of validity were examined in this research, namely, content validity, convergent validity and discriminant validity. The content validity of the constructs was assured by employing the existing widely-used measurements combined with back translation procedures and a pre-test. The table also shows that all individual constructs had eigenvalues exceeding 1.00 (Hair et al., 1998) indicating that the convergent validity of each construct was confirmed. As depicted in Table 3, individual alpha coefficients were higher than the correlation coefficients across all constructs, suggesting the discriminant validity of the measurement models was assured (Sharma and Patterson 1999).

Without taking gender into consideration, the overall mean for the academics' continuous commitment score was 4.1309 out of the 7-point Likert scale. The results of one sample t-test suggest that this score was significantly higher than its scale median value of 4 [$t(296) = 2.187, p < 0.05$]. This clearly indicates that in general the academics exhibit significant high degree of continuance commitment to their institutions which means they perceived leaving their current institutions is costly.

Table 3 Descriptive statistics of used variables in this research

<i>Construct</i>	<i>1</i>	<i>2</i>	<i>3</i>
1. Continuance commitment	<u>0.808</u>		
2. Affective commitment	0.277**	<u>0.861</u>	
3. Normative commitment	0.321**	0.465**	<u>0.791</u>
4. Gender	-0.009	0.016	0.025
Mean	4.1309	5.1848	4.1010
Standard deviation	1.02994	1.03939	0.85480
Number of items	8	5	4

Notes:

*The bold, italic, underlined numbers in the diagonal indicate the alpha coefficients for individual constructs. The numbers under the diagonal denote the coefficient correlation between the individual constructs. ** Correlation is significant at the 0.01 level (2-tailed)*

Observations on the means of individual items of the measure indicate that higher means scores were found in responses to statements of “Right now, staying with my organization is a matter of necessity as much as desire” (M = 5.08; SD = 1.33); “It would not be too costly for me to leave my organization now” (M = 4.46; SD = 1.50); “Too much in my life would be disrupted if I decided I wanted to leave my organization now” (M = 4.36; SD = 1.71); “I am not afraid of what might happen if I quit my job without having another one lined up” (M = 4.29; SD = 1.62) and “It would be very hard for me to leave my organization right now, even if I wanted to” (M = 4.27; SD = 1.48). The lower scores (i.e. below midpoints of the scales) are shown on the responses of “One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice – another organization may not match the overall benefits I have here” (M = 3.63; SD = 1.65); “I feel that I have too few options to consider leaving this organization” (M = 3.51; SD = 1.58); and “One of the few serious consequences of leaving this organization would be the scarcity of available alternatives” (M = 3.47; SD = 1.69). To conclude, while the overall continuance commitment of the academics is revealed as high the same does not hold true for several aspects of the commitment.

As shown in Table 4, the mean of continuance commitment for male academics (M = 4.14; SD = 1.20) is slightly higher than their female counterparts (M = 4.12; SD = 1.04). To determine whether this difference is significant or not an independent t test was conducted. The results showed no indication of significant difference in the means of continuous commitment between genders

Table 4 Mean levels of continuance commitment by gender (Independent t- test)

<i>Variable</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>DF</i>	<i>t-value</i>	<i>Sig</i>
Continuance commitment						
Male	136	4,1406	1,02429	294	0.149	0.881
Female	160	4,1227	1,03785			

In addition, detailed independent t-tests were performed on the individual items of the continuance commitment scale. When the scores of female compared with those of the male academics it is shown that no significant differences were found in any one of the scale items (Table 5).

Table 5 Individual means of continuance commitment scale by gender (Independent t-test)

No	Item	Mean (Female)	Mean (Male)	t- value	Sig
1	I am not afraid of what might happen if I quit my job without having another one lined up. ®	4,31250	4,26471	-1,259	,216
2	It would be very hard for me to leave my organization right now, even if I wanted to	4,18750	4,36029	1,361	,181
3	Too much in my life would be disrupted if I decided I wanted to leave my organization now.	4,43750	4,27206	-,959	,343
4	It would not be too costly for me to leave my organization now. ®	4,42500	4,50735	,384	,703
5	Right now, staying with my organization is a matter of necessity as much as desire.	5,00000	5,17647	,373	,711
6	I feel that I have too few options to consider leaving this organization.	3,53750	3,47794	-,877	,386
7	One of the few serious consequences of leaving this organization would be the scarcity of available alternatives.	3,37500	3,55147	,963	,342
8	One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice – another organization may not match the overall benefits I have here.	3,70625	3,51471	-,126	,900

® = reverse score

The interference that can be made here is that in general the desires of both male and female academics to stay in the institutions is mainly due to possible loss of benefits upon departure) rather than a paucity of employment alternative outside. However such personal sacrifice is not considered significant in that other institutions may be able to provide comparable benefits when they decide to leave their current institutions. This indicates that while the perceived benefits foregone upon departure exist within their current institutions the aspect of this ‘side bets’ is not relatively strong, albeit can be more strengthened. In other words, the degree of perceived costs associated with leaving the institutions is not determined by gender. While this finding was contradictory with previous studies conducted by Wahn (1998) and Karakus and Aslan (2009) it was in line with those of Joiner and Bakalis (2006); Labatmedinè, Endriulaitenè and Gustainieneè (2007), and Turner (2008).

Discussion

As early mentioned, those factors increasing the perceived cost (i.e. personal sacrifice or lost investment as well as the alternatives employment opportunities) of leaving the current employment relationship are considered as primary antecedent conditions leading to continuance commitment (Allen and Meyer, 1990). The findings of the research suggest that the desires of the academics to remain in their institutions are primarily due to possible lost investments rather than the lack of

alternatives outside. Furthermore, Becker (1960) states that such investments can be economic and non-economic in nature.

Those who have chosen teaching as a profession are usually more concerned with the development of self actualisation rather than with financial considerations. This is by no means financial matters are dismissed. These skills combined with the reputations of the academics or/and the institutions enabling the academics to engage in especially part-time jobs outside their institutions. This engagement could be for financial or non-financial considerations. The former will be particularly the case when the academics perceive the existing monetary rewards offered by the institutions are not comparable but at the same time they feel reluctant to resign because they enjoy intrinsic rewards result from their jobs. Having another job from outside, therefore, is mainly to buffer the reliance on their current income. The latter will be relevant especially when the academics desire to have some other intrinsic rewards such as different challenges and self-actualisation without leaving their enjoyments in current jobs. However, these things will not be possible unless the institutions provide them with flexibilities in work schedules. With this in mind, it is likely that such schedules were provided in the sampled institutions. In other words, staying in the institutions is perhaps a matter of necessity to maintain such privileges.

The need of social status could be another explanation. While status and visible symbols of success are important in Indonesia it is not always material gain that brings motivation (Hofstede et al. 2010). Academic profession may not offer attractive extrinsic rewards but it reveals special status in a sense that only people with specific qualifications and interests are eligible to engage in such a profession. Thus, staying in this profession will be instrumental for the respondents in maintaining their social status. In other words, leaving the institution might result in the loss of such potential “societal” privileges. A previous study also shows that social status, respect and acceptance as an academic by society are considered as having potential for developing continuance commitment among Thai academics (Rungruang 2012).

Seen from the perceived roles of woman in Indonesia the lack of differential effects of gender on continuance commitment found in this research might be somewhat surprising. As may be evident in other Eastern countries, the Indonesian women are traditionally stereotyped as undertaking principal duties within the family (Peng et al. 2009). The Indonesian National Ideology issued in the New Order Era (1966- 1988) (Siahaan 2003) clearly states that the role of women firstly is a wife, the second is a mother, the third is a housewife, the fourth is a contributor to national development and finally is a member of a society. With this stereotype ones may perceive that Indonesian women would have lower degrees of continuance commitment in that they are likely to have more tendencies to stop employment for bearing or raising children when certain circumstances demand (Wahn, 1998). Irrespective of their genders, however, academics are generally well-educated and broadened minded people. Female academics may no longer strongly hold that kind of traditional, stereotypical Indonesian belief. Instead, they are ‘modern women’ who have a modern lifestyle and follow the global movement (Ida, 2001).

They may believe that taking active roles in paid work is a necessity not only for economic purposes but also for self-actualisation considerations as a 'modern women'. It is also likely that married female respondents were realistic that they could not rely on single earners (their husbands) to maintain appropriate standard of living for their families. Many dual career couples in Indonesia have someone in the home to carry out household activities. This support makes it possible for female employees to be more involved in paid works or to pursue careers. Higher education institutions are perhaps attractive to married female academics given flexibilities in work schedules the institutions may provide. With this in mind, like their male counterparts, the female academics might perceive that working in paid organisations is a necessity which in turn leads to the high level of their continuance commitment.

Managerial Implications

The purpose of this study was to examine whether gender differences exists in the continuance commitment degree of academics in the Indonesian higher education institution contexts. Results suggest the degree of the continuance commitment of the two groups was found high. While the continuance commitment of male academics was slightly higher than their female counterparts, independent t-tests demonstrated that the difference was statistically insignificant.

The lack of gender influence on continuance commitment may suggest organisational policies that aim to foster continuance commitment that are perceived as fair by both male and female academics. It is important to note, however, that continuance commitment is based on calculative considerations, not on emotional attachment. This is to say that continuance commitment alone might not result in desirable outcomes for the organisation. Higher degree of continuance commitment may lead to the poor performance or lower levels of organisational citizenship behaviour of employees (Meyer et al. 2002). Perhaps, the 'positive' outcomes of high level of commitment is decreasing employee turnover (Meyer et al. 2002). Therefore, any attempts to strengthen 'side bets' for increasing employees' continuance commitment should also aim to cultivate their emotional attachment. This is possible as Meyer, Allen, and Gellatly (1990) theorise that the accumulation of investments that bind an individual to an organisation can lead to the development of an affective commitment through a process of self-justification or dissonance reduction. Or, employees who are trapped by organisations for calculative considerations might retrospectively justify their actions by developing emotional attachment to their organisations (Karakus 2009).

To prevent undesirable impacts of higher levels of continuance commitment it is suggested for the administrator of the institutions to create 'side-bets' that foster not only continuance but more importantly affective commitment. Although the antecedents of continuance commitment are based largely upon economic reasoning, they include assessments of both tangible and intangible benefits (Stephens, Dawley and Stephens 2004). The inference here is that irrespective of the forms, the benefits should be able to promote affective commitment and more important should be perceived as fair by both male and female academics.

Equal opportunities should be given for any types of employment decisions such as recruitment, promotion, work assignments, and flexible working-hours. A stereotype that women are riskier to employ (for bearing, nurturing and other family responsibilities) should not be taken into account. Similar principles should also be applied to decisions related to scholarly activities such as financial supports for further studies, attendance to local or international conferences, workshops for the academics' educational growth as well as for articles published in international journals. Cautions should be taken, when it comes to maternity-leave or other typical female leave. These types of leave are unusual for male employees, albeit in Indonesia. The institutional leaders should consider whether "comparable leave" should be given to male academics or regard it as "taken for granted" for female employees. Such equal policies may lead to the academics to perceive that their institutions are a good place to work and result in their need to continue employment. These are likely to engender positive work experiences which in turn lead to foster the academics' affective commitment

Non-tangible benefits can be provided by actively displaying an institutional concern for people's well-being. This can be achieved by providing a familial atmosphere that enables every academic staff to care about each another. From an organizational vantage such pastoral care might manifest, for example, through the provision of psychological support when employees are facing difficult times.

Caring of, or towards, the employees' well-being might be perceived by employees as being those psychological costs associated with leaving their employer institutions. It is likely that "caring" is regarded as something of economic value to the employee and that that might not be obtained everywhere.

If employees perceive their institutions are concerned for the well-being of people both inside and outside the institution employees experience positive feelings towards their institutions. This would lead employees to reciprocate with commitment as a manifestation of affectionate exchange which in turn increase their sense of affective feeling.

Employees who decide to stay in the organisation because of positive experiences (affect) might feel obliged to remain within the employment relationship (normative) to repay the organisation for such experiences (Meyer and Smith 2000). In other words, offering both tangible and non-tangible benefits will also develop normative commitment of the academics.

Of course this raises the question of whether the perceived loss of psychological privileges, and not tangible economic losses, leads these employees to make judgements in continuing the employment relationship. Managers should therefore exercise caution until further research focusing specifically upon whether this aspect has any long lasting and significant bearing upon commitment.

Scholarly Implications, Limitations and Future Directions

From a scholarly perspective, our research was conducted within an Indonesian setting and thus served to validate Allen and Meyer's (1990), model of organisational commitment designed primarily for use within a western cultural context. Our empirical evidence shows this model is relatively robust within this collectivist non-western culture, as well as within the context of higher educational institutions grounded in moral values. Our research also reveals some shortcomings and limitations and these need to be addressed through future studies.

First, results of this research need to be interpreted with some cautions in that the higher levels of continuance commitment for both male and female academics may due to other factors such as such as the length of service, kinship and marital status. As mentioned in the earlier section the majority of the respondents in this research have spent their time with their institutions for 5 – 15 years or more, been married and have kinship responsibilities. Furthermore, all academics in this research were full-time permanent employees who tend to have higher levels of continuance commitment.

Thus, it is suggested for future studies to investigate gender differences in continuance commitment between unmarried both female and male academics. Due to relatively small number of these two groups investigation on this issue was impossible to be conducted. Other possible future directions for this research include investigating married female and unmarried female academics as well as casual academics with regard to their continuance commitment. It is also important to examine the extent to which female academics in Indonesia hold the traditional, stereotypical values concerning the roles of women and its impact on organisational commitment.

On a final note, and perhaps most relevant to our research setting is the need to develop continuance measures that specifically detail the components of high-sacrifice and low-alternative outside. Whilst we are confident that our research tapped each of these components sufficiently to draw conclusions our analysis did also indicate that there is still much work needs to be done in this regard. The original works of Allen and Meyer (1990) indeed depict these two components but they are relatively general in nature. Thus identifying these precisely to develop a much understanding of continuance commitment would allow managers to adopt targeted strategies designed to build commitment. This of course was not the focus of our research but we see great merit in pursuing this line of investigation. To conclude, we believe that organisational commitment and its components are very significant areas of management decision making. In order to widen our understanding of this domain a good starting point to move forward would be to examine this within a wide range of cultural and national settings.

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